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ABSTRACT

A summative evaluation is presented of the 3 years of implementation of the Central Foreign Language Magnet School in Kansas City, Missouri. Two types of instruction are featured: language-only instruction and partial immersion instruction. All students in the program had daily language classes. The language-only students had their core courses infused with the foreign language theme, but they were taught in English. Students in the partial immersion program also attended science, math, and/or social studies classes taught by teachers who spoke the target language of the student's magnet enrollment. In the second year of the program, scheduling difficulties required that all sixth graders be placed in the partial immersion program, as well as seventh grade French and German students. Seventh grade Spanish students and all eighth grade students were placed in a language-only program. During the second implementation year only, interdisciplinary classes were held with art, home economics, music, and physical education teachers who worked with students in the three languages. The program is evaluated in terms of enrollment goals, implementation, perceptions about and attitudes towards the program, and levels of student achievement. Findings are reported regarding staffing, student placement, scheduling, and types and levels of instruction. Twenty-seven tables and figures supplement the narrative regarding enrollment, perceptions, and achievement. (LB)

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Summative Evaluation of the Central Foreign Language Magnet Middle School

1988-1989
1989-1990
1990-1991

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Summative Evaluation of the Central Foreign Language Magnet Middle School

1988-1989
1989-1990
1990-1991

Phyllis L. Clay
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

The 1990-1991 school year was the third year of implementation for the foreign language magnet theme at Central Middle. During this year, the summative evaluation showed mixed results.

Several areas of progress were noted in the program during the 1990-1991 school year. Visual evidence of the foreign language theme in classrooms where theme classes were held increased. Classroom focus on academic instruction also increased. Teacher use of the target language in target language classes increased in the third implementation year, as did student use of the target language in target language classes. Student behavior during observations improved substantially in the third year of implementation when compared to the second year. Students had a higher percentage of positive responses to questions about the program and learning the foreign language on the 1991 student questionnaires.

A number of concerns also surfaced in the course of the study. The percentage of student positive responses decreased on many of the questions about the atmosphere of the school. Teacher responses on the 1991 questionnaire tended to have higher percentages of negative responses than on the 1990 questionnaire. Nearly half of the teachers remain dissatisfied with theme-related staff development which took place during the school year. Concerns continued concerning the full staffing of both the partial immersion program and the infusion classes for the language-only program. Neither program was fully staffed. In addition, students were not placed in these programs with regard to previous background in the language. Nor were students consistently placed in language levels based on previous background in the language (for example, several students new to the foreign language program were placed in middle level or top level language classes).

With three languages, two types of instruction (partial immersion and language-only), three grade levels, and increasingly diverse levels of language ability (with students coming to the program with additional years of language background as the foreign language elementary programs continue their longevity), this is a very complicated, multidimensional program. Appropriate staffing and scheduling of students to meet the needs of such a complex program were not accomplished in this third year of implementation and will be difficult, if not impossible, to accomplish in the future. Simplifying the program is an alternative that decision-makers may want to consider.

A number of recommendations related to the findings of the study were made. Suggestions were made to provide more accurate information to the school about the students placed at the school, the theme each student will be in, and, if possible, the student's background in the language; to establish realistic measurable objectives for each of the program goals in the planning outline and to be proactive about the accomplishment of the objectives; to work diligently to place students in appropriate programs (language-only or partial immersion) and to place students in language classes that are appropriate to their background and ability in the language; to continue exploring ways to increase teacher positive responses to theme-related staff development during the school year; and to inform parents about the nature of language instruction within the foreign language program.

SUMMATIVE EVALUATION
OF THE
CENTRAL FOREIGN LANGUAGE MAGNET MIDDLE SCHOOL

1988-1989, 1989-1990, 1990-1991

Introduction

The 1990-1991 school year was the third year of implementation for Central Middle Foreign Language Magnet under the *Long-Range Magnet School Plan* (Hale and Levine, 1986). The foreign language theme is one of two magnet themes at Central Middle. The computer theme was implemented at the school during the 1987-1988 school year, the year prior to implementing the foreign language theme. Central Middle, along with eight elementary schools, comprise the foreign language theme schools in the Kansas City, Missouri, School District.

This evaluation report is summative in nature. According to Guba and Lincoln (1981, p. 49), "the aim of summative evaluation is to determine [the] impact or outcomes" of a program. To date, the evaluations of this magnet have been formative evaluations, meaning that they have focused on "refinement and improvement," again according to Guba and Lincoln.

Following a description of the program and a discussion of the design, the report will address the results of the study. The results section includes information on enrollment, program implementation, perceptions about the program, and achievement. "Target language," when used in this report, refers to the foreign language in which the student is enrolled.

Program Description

In accordance with the *Long-Range Magnet School Plan* (Hale and Levine, 1986), a site task force at Central Middle developed a planning outline to provide guidance for the implementation of the foreign language theme. The foreign language magnet theme was added to the already existing computer magnet theme at the school in the 1988-1989 school year.

During each implementation year, French, German, and Spanish languages have been available to middle school students at Central. Two types of foreign language instruction comprised the program: language-only instruction and partial immersion instruction. All

students in the foreign language program had daily language classes. These daily classes were the extent of the foreign language instructional exposure for language-only students. Their core courses (language arts, math, science, and social studies, hereafter called "infusion" courses) were to be "infused" with the foreign language theme, though they were to be taught in English. Students enrolled in the partial immersion program also attended science, math, and/or social studies classes taught by teachers who spoke the target language of the student's magnet enrollment.

In the second implementation year, although both language-only and partial immersion programs were to be available to students at the sixth grade level, all sixth-graders were placed in the partial immersion program because of scheduling difficulties, according to program leadership (Clay, 1990). This was true for seventh-grade French and German students as well. Seventh-grade Spanish students and all eighth-grade students were placed in a language-only program.

During the 1989-1990 school year, an art teacher, a home economics teacher, a music teacher, and a physical education teacher worked with students in the three languages on a rotating basis gearing their lessons to the culture of the countries where the languages are spoken. These classes were interdisciplinary, designed in coordination with the target language teachers. They were discontinued after the 1989-1990 school year.

Evaluation Design

The evaluation for the 1990-1991 school year was designed to answer the following questions:

1. Has the school met the established enrollment goals?
2. Was the program implemented as detailed in the *Long-Range Magnet School Plan* (Hale and Levine, 1986) and in the planning outline of the school?
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

This summative evaluation report covers the first three school years of foreign language program implementation at Central Middle. Enrollment and racial composition data are presented for the three years of magnet school operation, plus the year prior to the school's becoming a foreign language magnet. Program implementation was measured by site visits, classroom observations, interviews with school leadership, teacher questionnaires, and review

of documents. Perceptions of parents, students, and teachers in the foreign language program at Central; school leadership; and central office leadership are presented in this report. Students and teachers responded to questionnaires; parents and leadership (school principal, foreign language theme program administrator, and area leadership) were interviewed. Achievement data for the three years of implementation are included in this report.

Results

Enrollment Goals

Table 1 shows the September 1990 program capacity and compares it with the actual enrollment at that time. As can be seen, each language theme had less than capacity enrollment. However, French at seventh grade was full and Spanish at seventh grade was slightly over capacity.

Table 1

Central Middle Foreign Language Magnet
Capacity & Actual Enrollment
September 1990

Language Grade	Program Capacity[1]	Actual[2]	Difference	Percent of Capacity
French				
Six	50	45	-5	90%
Seven	30	30	0	100%
Eight	45	40	-5	89%
Total	125	115	-10	92%
German				
Six	25	21	-4	84%
Seven	10	9	-1	90%
Eight	14	13	-1	93%
Total	49	43	-6	88%
Spanish				
Six	75	67	-8	89%
Seven	36	40	+ 4	111%
Eight	56	42	-14	75%
Total	167	149	-18	89%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet programs.

2 From *September 26, 1990, Student Membership* (Research Office, 1990).

Court-ordered minority/non-minority enrollment goals are a crucial aspect of the magnet school plans. Each year, the schools are expected to move at least 2% closer to a 60% minority/40% non-minority balance in grade levels which have a higher-than-60% minority student population.

Table 2 delineates Central Middle's foreign language enrollment figures over the three implementation years for each grade level, plus the school's enrollment for the year prior to becoming a magnet. Enrollment figures used in this evaluation were drawn from official student membership reports prepared by the district's research office based on enrollment figures reported on the fourth Wednesday in September. As can be seen from the table, in year two, no eighth graders were in the German program. The September 1990 figures show

Table 2

Central Middle Foreign Language Magnet Enrollment

	Sept. 1986[1]		Year 2 - Sept. 1989		Year 3 - Sept. 1990	
Language Grade	Enroll.	% Minority	Enroll.	% Minority	Enroll.	% Minority
French						
Six	---	-----	28	64%	45	84%
Seven	250	99%	52	87%	30	87%
Eight	258	100%	34	91%	40	90%
All Grades	508	99%	114	83%	115	87%
German						
Six			10	60%	21	71%
Seven	(See Above)		14	93%	9	78%*
Eight			---	-----	13	92%
All Grades			24	79%	43	79%
Spanish						
Six			38	66%	67	82%
Seven	(See Above)		58	83%	40	83%
Eight			44	86%	42	83%*
All Grades			140	79%	149	83%

Note: Percentages are rounded to the nearest whole percent. 1986 enrollment figures are computed by subtracting students in self-contained special education programs (numbers obtained from the Research Office) from total enrollment figures, reported in *A By-School Comparison of Student Enrollment by Race & Grade for the Years 1986-87 & 1987-88* (Research Office, 1987); 1989 enrollment figures are from *September 27, 1989, Student Membership* (Research Office, 1989); 1990 enrollment figures are from *September 26, 1990, Student Membership* (Research Office, 1990).

1 In 1986, the year before the school became a magnet, enrollment is shown for total school since the language program had not yet been implemented. In 1988, the first year of the program, the Research Office did not compile enrollment data by language.

* The goal of moving 2% closer to a 60/40 balance was achieved for this grade level.

an increase in minority percentage for each language at the sixth grade level. Grade seven German and grade eight Spanish met the goal of moving 2% closer to the 60/40 ratio.

In the 1989-1990 school year, there were four elementary foreign language magnets with students in the fifth grade who would be eligible to feed into the foreign language program at the middle school level in the 1990-1991 school year. Students from these schools who were on the Central Middle foreign language class lists are tracked in Table 3. Of the 339 students in the elementary foreign language magnet programs during the 1989-1990 school year, 67 (20%) continued at Central Middle in the foreign language program. That number amounts to half of the total foreign language enrollment in the sixth grade at Central Middle. The remaining half of the sixth graders came from other schools in the district or were new to the district.

Implementation

History of the Program. During the first implementation year for the foreign language theme, because of renovations to the main campus, the foreign language program was housed at Seven Oaks. This separation of campuses made the feeling of total school cohesiveness difficult. The program moved to the main campus during that school year.

The formative evaluation of the 1988-1989 school year (Couch 1989) states that "at the start of the new school year...six of the 22 teaching positions were vacant" and only four of the program's teachers had completed in-service training for the foreign language program. "Two

Table 3

Central Middle Foreign Language Magnet
1989 - 1990 Elementary Students Continuing
in the Foreign Language Theme in 1990 - 1991

Elementary Foreign Language Magnet School	1989-1990[1] 5th Grade Enrollment	On Central Middle Foreign Language Class Lists	Percent Continuing
Franklin	84	17	20%
Longan	31	2	6%
Melcher	172	34	20%
Moore	52	16	31%
Total	339	69	20%

Note: Percentages are rounded to the nearest whole percent.

1 Taken from *September 27, 1989, Student Membership* (Research Office, 1989).

of the six vacancies were cut due to lack of enrollment, and the other four were filled by late October..."(p. 3).

Staff. The 1990-1991 staff of the foreign language theme at Central Middle consisted of a program administrator, a curriculum coordinator, twelve teachers who taught foreign language and immersion (math, science, or social studies) courses, and nine content area teachers who taught infusion courses (math, science, social studies, language arts, or reading) solely in English. Six of the foreign language teachers also taught infusion content courses (math, science, or social studies) in English.

Three of the foreign language teachers also served as resource teachers in their language specialty. The resource teachers each taught three hours daily. In addition, they served as a resource to the teachers and students (for remediation and enrichment). They also supervised the foreign language lab and assisted teachers in many areas, such as creation of teaching materials.

One French teacher resigned early in April. For the first two weeks after this resignation, according to the French resource teacher, there was no substitute. Students then had a series of three substitutes, only one of whom knew French (there for one and a half weeks). A French teacher was hired for the last week of the year.

On the mid-year teacher questionnaire, teachers in the foreign language program were asked to indicate the length of their teaching careers. There was a mean of nine years (with a range of 19). The mean number of years at Central Middle was two (with a range of three).

Teams. Part of the middle school concept is to have students in team groupings so that teachers who have the same students for core courses (language arts, math, science, and social studies) can meet together to plan for the students as a team. Because of scheduling, this concept could not be carried out in the foreign language program. Teachers who served the same group of students did not have coinciding planning periods. When possible, teams were made up of teachers who taught the same language, but even this did not work well (a German teacher had team planning with several of the French teachers, for example). Therefore, language teachers could not adequately plan for their language area as a group. One resource teacher saw this as a hindrance to serving the language area and two mentioned this as having an impact on their ability to follow up on students. This was mentioned as a frustration by program leadership on several occasions. Scattered teachers also mentioned this as a problem in comments on the teacher questionnaire.

Types of Language Instruction. A recommendation was made in the 1989-1990 evaluation (Clay, 1990) to continue efforts to fully staff the partial immersion strand and to offer a target language strand at all three grade levels. According to the 1990-1991 program objectives developed by the school in September of 1990, a partial immersion program and a target language-only program were to be available at the all three grade levels, contingent upon "teacher availability, composition of classes in terms of foreign language levels, and scheduling." According to program administration at the school, these two programs were offered.

A document regarding school response to evaluation recommendations was prepared by the school for the foreign language coordinator in September of 1990 and shared with the evaluation office by program leadership at the school. It stated that "a special effort was made by the school to provide full staffing for the immersion strand. Every immersion discipline and every language have been covered with at least one teacher. The possibility to offer immersion to all grades and all groups that might be able to receive it is curtailed, though, because of the size of the program and the scheduling of language levels" (Central Middle Foreign Language Magnet, 1990). The school schedule indicated that social studies immersion courses were not available at any grade level. The schedule also confirmed that immersion in math and social studies was not available to French or German students at the eighth-grade level.

Regarding the language-only strand, the document mentioned above stated that "a target language strand is available to all grades" (Central Middle Foreign Language Magnet, 1990). Later in the year, however, program leadership stated that full staffing had been impossible partially because teachers were limited to three preparations. Since, according to program leadership, the central office said that teaching a content area course in the foreign language was a separate preparation from teaching the same course in English, several additional foreign language teachers were needed for full implementation of a language-only program. As it was, according to the school schedule, some teachers had preparations at three grade levels and in two languages (e.g., sixth-, seventh-, and eighth-grade science in English and sixth- and seventh-grade science in French -- a total of five preparations by the definition given above).

In order to find out what was being offered to students in the foreign language program, class lists were obtained from the registrar for foreign language, math, science, and social studies teachers in the foreign language program. Table 4 shows the number of students in the partial immersion and the language-only programs.

A partial immersion student is defined by program administration as a student who takes at least one immersion class (math, science and/or social studies taught at least partly in the foreign language) in addition to a language course. As can be seen from the table, most of the students (81%) were partial immersion students by this definition. In fact, all German students were partial immersion student by this definition, as were all sixth-grade French students and all but a few seventh-grade French and Spanish students.

Among the students accounted for in Table 4 is one special education student (according to research office records) enrolled in French language and infusion classes. Four computer students (according to research office records) are also included in Table 4. They were taking French or Spanish classes and were in immersion classes.

Not reflected in Table 4 are nine students who were not enrolled in language classes but who were assigned to infusion (four students) or immersion classes (five students). Three of these students were in the foreign language program, according to research office records. Four were in the computer magnet theme, according to research office records (one of these was in an immersion class). Two students were not listed in the research office records, presumably because they entered the school after the records were compiled. The infusion classes would not necessarily pose a problem for students who did not speak the language since infusion courses were taught entirely in English with the theme infused in other ways. However, the immersion courses could be quite a challenge for students who were not studying the language since a portion of the work was to be done in the target language.

At a deeper level, the question arises about whether or not students were appropriately placed in partial immersion and language-only programs. At the end of the 1989-1990 school year, the area assistant superintendent for Area III stated that students would not be added to partial immersion classes at the middle school level unless they had proficiency in the language and that a language-only strand would be available to the students who enter the program without prior immersion (total or partial) experience. Almost one third (31%) of the sixth grade students who responded to the student questionnaire and who indicated that they were in immersion classes reported that they had not attended a foreign language elementary school. At the beginning of second semester, program administration indicated that an eighth grader was placed in the German program even though the student had no previous German background and the only strand that could accommodate the student was the partial immersion

Table 4

Central Middle Foreign Language Magnet
Number of Students in Immersion and Infusion
Math, Science, and Social Studies Classes

	French			German			Spanish			
Program Number of Classes	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Total Number of Students
Partial Immersion										
One Immersion Class	8	5	15	0	0	13	21	18	18	98
Two Immersion Classes	18	19	0	1	0	0	30	20	8	96
Three Immersion Classes	15	5	0	21	7	0	0	0	0	48
										242 (81%)
Language-Only										
No Infusion Classes[1]	0	5	4	0	0	0	11	3	1	24
One Infusion Class	0	0	0	0	0	0	0	0	0	0
Two Infusion Classes	0	0	1	0	0	0	1	0	1	3
Three Infusion Classes	0	0	20	0	0	0	0	0	11	31
										58 (19%)

1 Students in this category took math, science, and social studies courses from teachers who were not assigned to the foreign language program. They were in the foreign language theme according to Research Office records.

strand. These discrepancies led to a closer look at the backgrounds of students placed in the two programs.

By matching the information from class lists with the 1990 test file, it was possible to determine which sixth graders had participated in foreign language elementary programs and to see if students who were placed in the immersion program were appropriately placed. Results indicated that no students coming to Central Middle from the elementary foreign language program had been in immersion classes (total or partial) in their fifth-grade year.

About half of the sixth-grade students in each language had attended foreign language elementary schools (49% of the French students, 55% of the German students, and 57% of the Spanish students). All of these students from foreign language elementary schools had been in pull-out programs (one hour of language a day, with the rest of their classes in English) at their respective schools.

Even though 51% of the French sixth graders and 45% of the German sixth graders had not had participated in elementary foreign language programs, all sixth-grade French and German students were in the partial immersion program at Central Middle. Of the sixth-grade Spanish students in the partial immersion program, over a third had not come from the foreign language elementary program. While some of these students may have had language proficiency, it is doubtful that all of them would have had previous language experience.

Of the sixth-grade Spanish students who were placed in the language-only program, 42% had come from foreign language elementary schools. This mixture of students from non-foreign-language elementary schools and foreign language elementary schools in both the partial immersion program and in the language-only program seems to point to a random rather than a deliberate placement of students in the sixth-grade Spanish program.

A number of seventh and eighth graders in the foreign language program in the 1990-1991 school year had come from other district schools, from schools outside the district, or were at Central Middle the previous year but were not on the list of foreign language students given to the evaluation office by the school in the 1989-1990 school year. These students were also tracked to see if they had been placed in the partial immersion or in the language-only program. Of the 38 seventh and eighth graders new to the foreign language program in 1990-1991, eight (21%) were placed in the language-only program. The remaining 30 students (79%) were placed in the partial immersion program.

Program leadership had stated in a late-September interview (long before this attempt to look at placement of students was initiated) that placing students was made more difficult by errors on the list received from the placement office. According to program leadership, many of the foreign language students were listed as computer students, 87%, according to the document prepared for the foreign language coordinator (Central Middle Foreign Language Magnet, 1990). Among those that were listed as foreign language students, several were listed in the wrong language. Further, there was no way to know the language level of incoming students. According to leadership, teachers suggested levels from conversations with students, but it was not possible to meet all the needs of the students because of the limitations of the schedule.

To summarize, many problems were found with regard to the types of language instruction in the Central Middle Foreign Language Magnet. The partial immersion program was not fully staffed. The language-only program was not fully operational (it was not implemented at all in German). Many students were not assigned to partial immersion or language-only programs on the basis of their background in the language, in keeping with procedures outlined by area leadership in the spring of 1990. In addition, computer students and a special education student were assigned to language classes and to immersion and infusion classes and several students were placed in infusion and immersion classes who were not taking a language.

Levels of Language Instruction. In response to an open-ended question about hindrances to implementation of the program, 22% of the teachers responded that lack of appropriate placement of students in regard to level of language ability had been a hindrance. As mentioned above, program leadership had indicated that, at the first of the year, there was no way to know the language level of incoming students and that, although teachers suggested levels of language ability from conversations with students, it was not possible to meet all the needs of the students because of the limitations of the schedule. When the class lists were reviewed, it became immediately obvious that many students were not placed in language classes with a grade level corresponding to the grade level of their math, science, and social studies classes. This was explained by the program administrator as appropriate since the "grade level" assigned to language classes by the computer is not really a "grade level," but rather a level of language instruction. Students were placed in the classes based on language proficiency rather than on their grade level, according to program administration. However,

it appears that many students may have been in classes that were not in keeping with their level of language proficiency.

Of the sixth-grade students who had attended a foreign language elementary school, 66% were placed in the lowest language level; 18%, at the middle language level; and 16% at the top language level. While it may be that, for some of the students who had attended foreign language elementary schools, the language instruction did not "take" and they, therefore, needed to begin again at the lowest language level, it is difficult to imagine that this would be true for two-thirds of the students coming from foreign language elementary programs.

Of the sixth-grade students who did not attend a foreign language elementary school, 88% were placed a the lowest language level, as one would anticipate. However, 2% were placed at the middle level; and 10% were at the top level. Those placed in the middle and top level language classes amounted to seven students (six in French at the top level and one in Spanish at the middle level). Some of these seven students may have come to the school with an advanced level of language proficiency garnered from previous experiences, but it is highly unlikely that all seven would have had this common history.

There were also *seventh- and eighth-grade students who were new to the Central Middle* Foreign Language Magnet in the 1990-1991 school year who were placed in language classes at advanced levels. Sixteen of the 26 seventh graders new to the foreign language program (62%) fit this description. Twelve of these seventh graders were placed in top level French classes, two in middle level German classes and one in a middle level Spanish class. Seven of the 12 eighth graders (58%) who had not been in the foreign language program the previous year were placed in advanced level language classes. Two of these eighth graders were placed in middle level French classes, one each in top level French and Spanish classes and three in middle level German classes. Again, the possibility that all 23 of these students came to the program with language proficiency is highly unlikely.

Of the 18 foreign language classes, 15 (83%) had a mixture of students who had previous language experience and students who were new to the language program. While one class at each of the three language levels had only students who had been in the foreign language program in previous years, no classes were composed only of students who were new to the program.

To summarize, the data seem to confirm teacher concerns that students were not placed with regard to their level of language ability. Most language classes had a mixture of students

who had previous background in the language and those who did not. Substantial numbers of students who had no previous background in the language were placed in advanced level language classes.

Objectives. One of the recommendations made in the 1989-1990 program evaluation (Clay, 1990) was the development of measurable objectives for each program goal in the planning outline. Objectives were established for program implementation at the beginning of the 1990-1991 school year. Although they had new goals to which they related and were not organized according to the goals in the planning outline, the new goals and objectives could be broadly related to the goals in the planning outline.

Most of the objectives are addressed in this section. Two objectives that deal with the availability of partial immersion and language-only strands of foreign language instruction are presented above. Objectives focusing on student achievement will be addressed in the Achievement section of the report.

2A-2H.

2A. Produce a mapping of curriculum implementation for target language

2B. Produce a mapping of curriculum implementation for immersion

2C. Produce a mapping of curriculum implementation for infusion

2D. Produce a mapping of curriculum implementation for special educational activities in the foreign language area, including: Christmas cultural presentation, on-the-road recruitment cultural show, Foreign Language Week, Foreign Language Olympics, intramural cultural experiences, extramural cultural experiences.

2E. Initiate a model for foreign language laboratory work

2F. Initiate a model for Individualized Instruction in the foreign language

2G. Initiate a model for Target Language Assessment System

2H. Produce a mapping of incentives used in the foreign language program

These objectives were grouped under the following goal: Gather the basic data for the production of a curricular model that is specific to the characteristics of the foreign language program at Central Middle. Information regarding these objectives was gathered from program leadership. None of them has been accomplished. The first five objectives (2A-2E) are in process but not yet written down. They should be completed before the fall of 1991. Objective 2F will be addressed during the 1991-1992 school year. The final two objectives in

this set (2G, 2H) have not been completed. No date was specified by program leadership for the accomplishment of these two objectives.

3A-3P.

The status of objectives grouped under the goal 3 (emphasize particular areas of need in the general organization of the program aiming at greater overall educational results) is reflected in Table 5. As can be seen, accomplishment of these objectives was minimal, with only three of objectives 3A-3O reached. Five of seven parts in objective 3P were also reached.

4C. Discipline problems measured by conference cards will be reduced to an average of no more than three per week/per teacher. (Additional objectives for goal 4 are addressed in the Achievement section.)

Records at the school were not kept by teacher and, therefore, there was not a way to obtain objective data about the achievement of this objective. In interviews with four randomly selected infusion teachers and five randomly selected immersion teachers, the question was asked: "In a typical week, how many students do you send to the office with a conference card?" Responses ranged from none (two teachers) to eight (one teacher), with one teacher saying one, three teachers saying three, and two teachers giving ranges (0-1, and 1-2). With the exception of one teacher, all teachers were within the "acceptable range" of this objective (no more than three per week).

While many of the objectives did not have finished products to demonstrate the progress toward reaching the objective, program administration emphasized the groundwork that had been laid for the future accomplishment of the objectives. Program administration also pointed to many unanticipated projects that impinged upon the time that had been planned for work on the objectives. Among these were recruitment efforts, problems brought about by inappropriate scheduling of students and teachers, trying to obtain information that impacted on the foreign language program, etc.

Visible Evidence of the Theme. Fall and spring visits were made to the building to observe visible evidence of the foreign language theme. At the time of the spring data collection, the hallways had theme bulletin boards, banners, flags, theme-related pictures and posters, a map in Spanish, and a wall hanging that was theme-related. The library had a banner and theme-related pictures and posters. The cafeteria, auditorium, gymnasium, and front office had no visual evidence of the theme. According to program administration, the counseling area,

Table 5

Central Middle Foreign Language Magnet
Status of Objectives Related to Goal 3
Spring 1991

Objective		Accomplished?	Source of Information
3A.	Initiate a model for resource teaching organization	No (data collected only)	Program Administrator
3B.	Initiate a model for team work in the foreign language area	No (formative ideas)	Program Administrator
3C.	Initiate a model for Apple Network use	No (very little done)	Program Administrator
3D.	Initiate a model for satellite use	No (very little done)	Program Administrator
3E.	Initiate a model for teacher induction	No (had ideas, but not in written form)	Program Administrator
3F.	Initiate a model for student recruitment	No (not in written form)	Program Administrator
3G.	Improve school-based teacher in-service by 25% in relation to the results in the 1989-1990 office of evaluation report	No[1]	Teacher Questionnaire
3H.	Initiate a model for interstate and international outreach	No (collecting data)	Program Administrator
3I.	Obtain at least one business partnership	No (proposal developed, confusion about responsibility for follow-up)	Program Administrator
3J.	Produce a master calendar for curricular and other school activities pertinent to the foreign language program	Yes	Document Available
3K.	Obtain a minimum of one family out of four involved in the school endeavors of the foreign language program	Yes[2]	Parent Questionnaire
3L.	Increase teacher satisfaction toward building assistance from program leadership by 25% in relation to the results in the 1989-1990 Office of Evaluation Report	No[3]	Teacher Questionnaire
3M.	Establish a follow-up system for student achievement	No	Program Administrator
3N.	Establish a system for parental involvement in the school endeavors of the foreign language program	Yes[4]	Program Administrator
3O.	Improve teacher perception of the administration of the foreign language program budget by 25% in relation to the results in the 1989-1990 Office of Evaluation Report	Unknown	No baseline data (1989-1990) available for comparison

Table 5 (Continued)

Central Middle Foreign Language Magnet
Status of Objectives Related to Goal 3
Spring 1991

Objective		Accomplished?	Source of Information
3P.	Increase the technological expansion to include the following:		
	Extension of the satellite signal to other areas of the school building	No (May be completed by end of the year)	Program Administrator
	Establishment of an experimental station for interactive video in foreign language instruction	Yes (2 stations in Room 004)	Program Administrator
	Creation of at least one major demonstration teaching unit using the QUEST Authoring Program	No (file erased)	Program Administrator
	Creation of at least one major demonstration teaching unit using the IDI Authoring System	No (file erased)	Program Administrator
	Bringing up of the Apple Network and inclusion of at least five programs in its menu	Yes (12 programs)	Program Administrator
	Bringing up of the specialized units of the Apple Network, including the laser writer and scanner	Yes	Program Administrator
	Inclusion of printer scanners and testing of them for teaching purposes	Yes	Program Administrator
	Review and update of all maintenance agreements	Yes (district maintains Apples)	Program Administrator

1 Seventy-eight percent were staisfied in 1990; 55% were satisfied in 1991.

2 List of participants not available from the school, but more than 25% of parents interviewed reported attending parent teacher conferences or other meetings at the school.

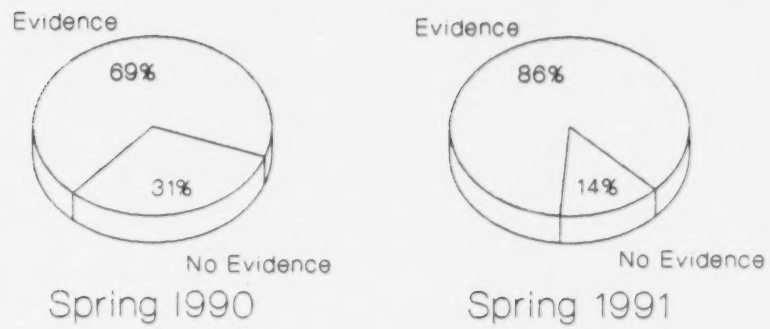
3 About the same percentage of teachers felt supported by building level administrative staff (54% in 1990, compared to 56% in 1991), but a smaller percentage of teachers felt supported by foreign language magnet theme staff in 1991 (63%) than in 1990 (77%).

4 The program administrator cited a schedule of four meetings (one each quarter of the school year, listed on the calendar) and two mailings, plus printer material being sent home as evidence of establishment of a system for parent involvement.

where students and their families come to talk, had flags, maps, times around the world, posters, and cultural displays.

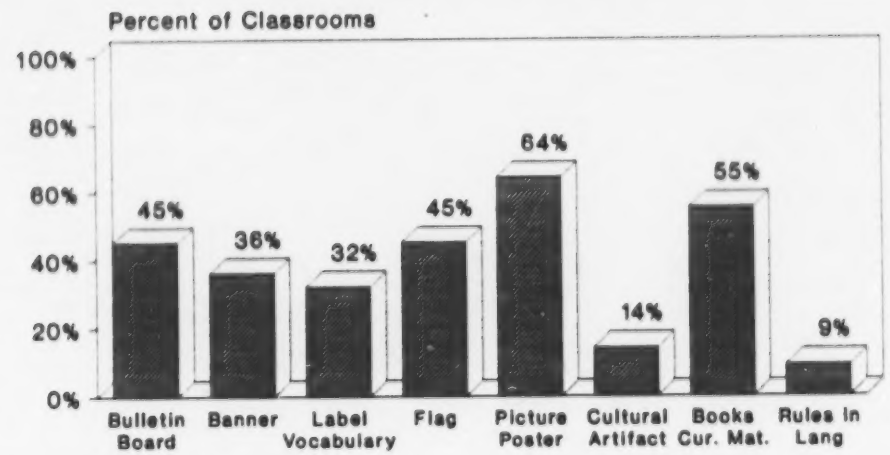
Visits were also made to each of the classrooms in which the foreign language theme classes were taught. A comparison of classrooms containing visible evidence of the theme in the spring of 1990 and 1991 is shown in Figure 1. As can be seen, the percentage of classrooms with visible evidence increased from 69% in the spring of 1990 to 86% in the spring of 1991.

Figure 1
Percent of Classrooms Showing Evidence of Theme



Central Middle Foreign Language

Figure 2
Types of Evidence Observed in Classrooms



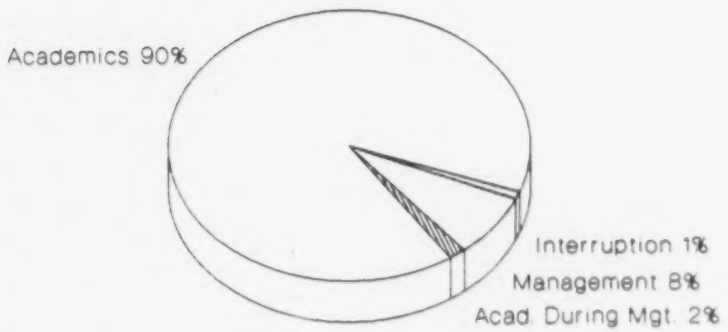
Central Middle Foreign Language
Spring 1991

Observations. Observation data were collected to provide information about instruction in theme-related classrooms. Three classrooms were visited each time an observation was done. One of the three was a target language classroom, one was an immersion classroom (math, science, or social studies taught in the target language), and one was an infusion class (language arts, math, science, or social studies in English). In all, 1173 minutes of observation were conducted. Each minute served as a discrete observation interval.

As can be seen in Figure 3, during 90% of the observation time, academic instruction was taking place (up from 78% in the 1989-1990 observations). During an additional 2% of the observation intervals, students continued with academic work while classroom management was taking place. This means that students were academically focused during a total of 92% of the observation intervals. Classroom management (without on-going academic activity) was observed during 8% of the observation time.

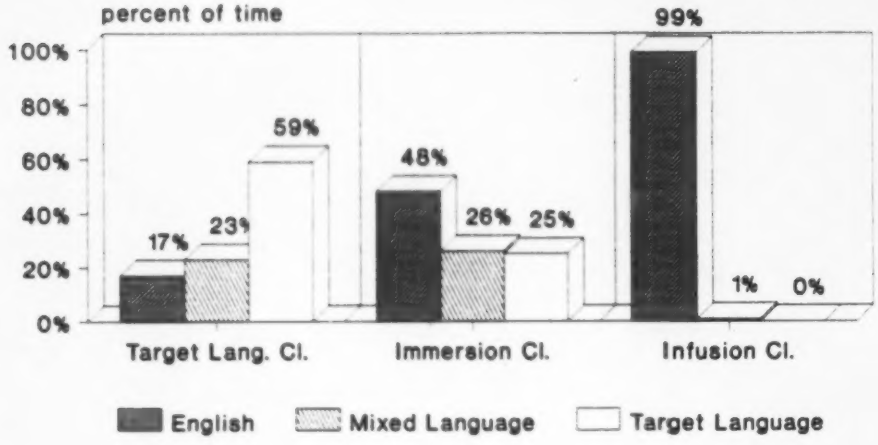
When teachers spoke, their language was noted, with the results displayed in Figure 4. During 59% of the intervals in target language classes in which teachers spoke, they spoke in

Figure 3
Activities During Observation Time



Central Middle Foreign Language
1990-1991

Figure 4
Teacher Language in Three Types of Classrooms



Central Middle Foreign Language
1990-1991

the target language (up from 37% in the 1989-1990 observations). During an additional 23% of the intervals, they used a mixture of English and the target language, for a total of 82% of the observation time when target language teachers were speaking that they were using the target language. In immersion classes, teachers used the target language during 25% and a mixture of English and the target language during 26% of their speaking time. As might be expected, infusion teachers used only English during 99% of their speaking time.

Program administration had set guidelines for teacher use of the target language in immersion classes. These guidelines were set by quarter. Table 6 shows the guidelines compared with the actual observation data. Teachers more than reached the aims set by program administration in the second and third quarters, but fell far short of the aim in the fourth quarter, according to observation data. Because a concern was expressed that immersion might all be done in one class period at which an observer was not present, interviews were done with five randomly selected immersion teachers. The percentage of time the teachers estimated they spoke the language in their immersion classes varied from 25% to

Table 6

Central Middle Foreign Language Magnet
Status of Minimum Guidelines for Use of
Target Language by Immersion Teachers
1990 - 1991

Quarter	Minimum Guidelines	Observed
One	10%	No Observations Conducted
Two	25%	35% (N = 108)
Three	25%	27% (N = 159)
Four	40%	7% (N = 74)

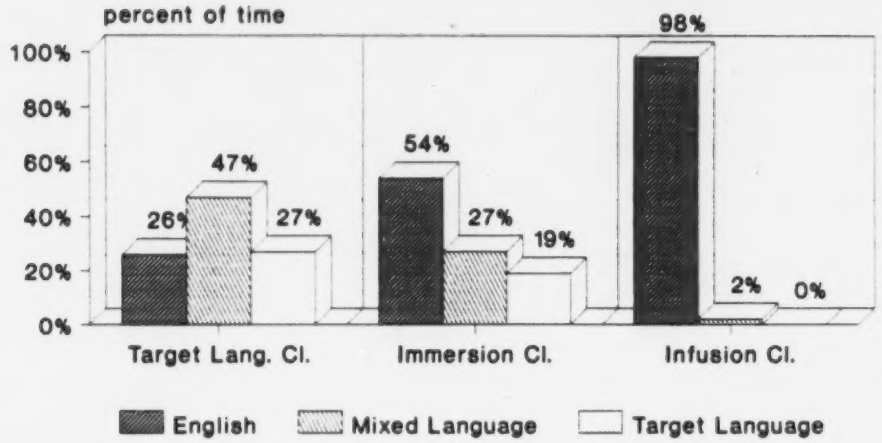
Note: Percentages are rounded to the nearest whole percent.

65%. Three said they spoke the language a portion of each hour each day (one did this at the beginning of each hour for 18 minutes). One did this in a solid block of time during the week and one interspersed the language throughout the hour.

When students spoke in the classroom, the language they used was noted. As can be seen in Figure 5, students in target language classrooms were observed speaking in the target language in 27% of the intervals in which they spoke (up from 18% in the previous year) and a mixture of English and the target language in an additional 47% of the intervals. In immersion classrooms, students spoke the target language in 19% of the intervals in which they spoke and a mixture of languages in an additional 27%. No intervals were observed of students speaking the target language in infusion classes but a mixture of English and the target language was heard in 2% of student's speaking intervals. Looking at Figures 4 and 5 together, one can see that, as teacher percentage of intervals in which only English was used increased, so did student percentage of intervals in which only English was spoken.

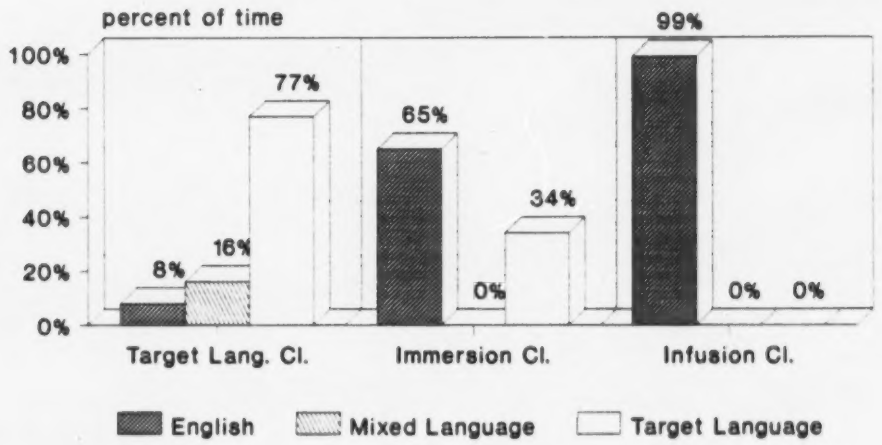
Student opportunities to read and write in the foreign language were also tracked by observation. As can be seen in Figure 6, when students were reading, they were reading in the foreign language in 77% of the observation intervals in target language classes and in 34% of the intervals in immersion classes (students were reading in about two-thirds of the intervals in infusion classes, and in about half of the intervals in target language and immersion classes). Figure 7 shows that, when students were writing, they were writing in the foreign language in 70% of the observation intervals in target language classes and in 39% of the intervals in

Figure 5
Student Language in Three Types of Classrooms



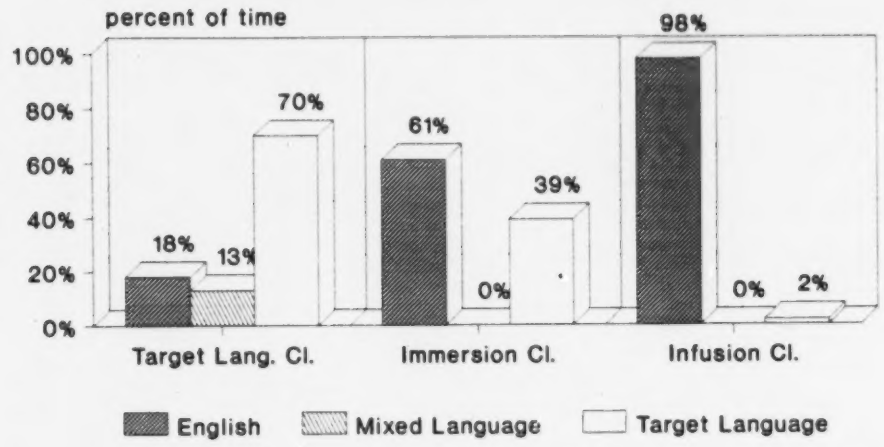
Central Middle Foreign Language
1990-1991

Figure 6
Student Reading Language in Three Types of Classrooms



Central Middle Foreign Language
1990-1991

Figure 7
Student Writing Language in Three Types of Classrooms



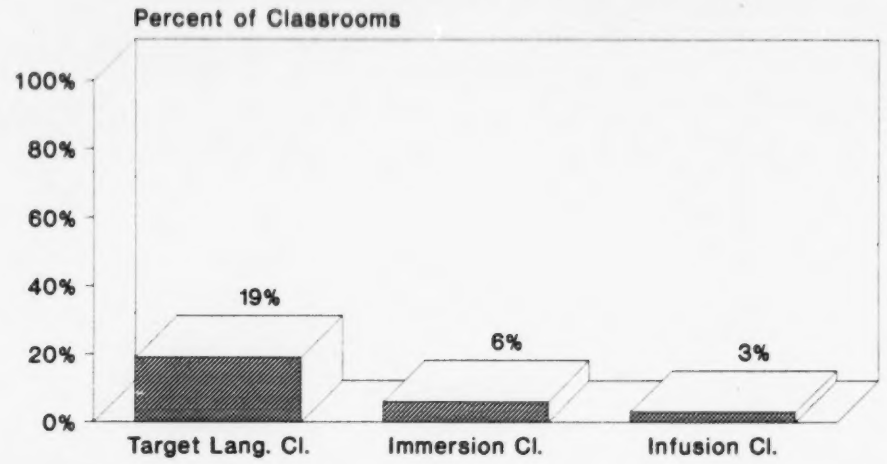
Central Middle Foreign Language
1990-1991

immersion classes (students were writing in more than half of the intervals in infusion classes and in about a third of the intervals in immersion and target language classes).

Overall, a cultural focus was seen during 10% of the observation intervals (which is consistent with data collected in 1989-1990). Figure 8 shows the breakdown of cultural references by types of classrooms. By far the largest percentage of cultural references took place in target language classrooms (19%), with immersion classes at 6% and infusion classes at 3%. Thinking that infusion might take place in classes without a cultural reference, all types of infusion were noted in the infusion classes. The amount of infusion observed rounded to 3% of the intervals (consistent with the percentage of cultural references observed in infusion classes). In order to have broader information about the ways in which infusion was being done in infusion classes, four randomly selected infusion teachers were interviewed (a fifth infusion teacher declined to be interviewed). When asked about the percentage of time they infused the foreign language theme into their classes, the responses were varied. One said at least twice a week and one was not sure. The two that ventured a percentage stated respectively that 15% and 25% of their class time was spent infusing the theme, respectively. All indicated that they interspersed the infusion throughout the hour, as appropriate.

Room Assignments. While looking for evidence of the theme in classrooms and during the on-going classroom observations in the second implementation year (1989-1990), it became

Figure 8
Cultural References Observed in Three Types of Classrooms



Central Middle Foreign Language
1990-1991

obvious how many foreign language teachers traveled from classroom to classroom for their teaching assignments. According to the school's first semester schedule in that year, 50% of the foreign language and partial immersion teachers traveled, compared with 10% of the other teachers in the school.

A recommendation was made in the 1990 evaluation report to consider balancing the percentage of teachers that travel. During the 1990-1991 school year, 38% of the 21 foreign language teachers travelled, compared to 28% of the other teachers in the school. This ratio of travelling teachers is indeed more balanced than in the previous year. Area leadership indicated that the problem was being addressed for next year in the spring planning sessions with input from staff. One issue, according to area leadership, is that the computers do not move. On the other hand, as has been stressed by program administration, language teaching is supported by visual educational enhancement, instructional aids, and an international atmosphere.

Theme-Related Field Trips and Activities. When asked to identify theme-related field trips, program administration identified the following trips: to Herrman, MO, (a town that focuses on its German heritage), to Mt. Washington (a German elementary school), and to a

Bavarian bakery for German students and, for French students, to Lincoln Middle. No trips were identified for Spanish students.

Special theme-related activities identified were a Christmas program in the target language which Central Middle foreign language students presented at various schools and experiences at Exchange City for sixth graders. One day at Exchange City was in Spanish, one was in French, and one was in German. Fifth-grade elementary students from the foreign language feeder magnet schools were invited to participate in these days at Exchange City as well. Parts of the French day and the German day were observed by district evaluation staff. Students were expected to use basic phrases in the target language when conducting business at Exchange City. Awards, which could be used to purchase City "merchandise," were given for extra efforts in using the language. "Officers" sent students to the Language Assistance Bureau for help if they were not using the language. Each student-run business in the City developed products for purchase (jewelry, souvenirs) or for use in running the businesses (signs, sacks). In addition, there were services (bank, newspaper, bureau of exchange, radio station) and government offices (city hall, judges chambers, mayors office, tax office, post office), which were operated by students.

Integration of the Two Themes. As mentioned earlier, Central Middle has two themes. In addition to the foreign language theme, the computer theme is in its fourth year of implementation. Last year, concern arose about the minimal integration of the two themes at the school and a recommendation was made in the evaluation report to explore ways of further integrating the two themes (Clay, 1990). According to program leadership, a committee was established which has helped to bring the two programs together. Leadership, however, felt that better coordination is still needed. Scheduling has been difficult with two themes; and, according to program leadership, certain services offered to computer students were not available to foreign language students. When asked for specific examples, leadership identified access to a particular computer lab and codes to access the computer network. Program leadership was concerned that computer classes were not available to language students to take on an elective basis.

Area leadership indicated that she had worked with the principal and the administrative team to increase cooperation. According to area leadership, computer teachers were teaching foreign language teachers and foreign language teachers were teaching computer teachers. Area leadership saw a need for more to be done in this area and the planning was continuing.

Student Discipline. Because of concerns about student discipline and an on-going effort to improve the discipline of students, student behavior was observed beginning in the 1989-1990 school year. In the 1989-1990 school year, disruptive behavior was observed during 27% of the observation intervals in which this category was used. In response to a recommendation in the 1989-1990 evaluation report to continue efforts to improve discipline among foreign language magnet students, program administration indicated that students were constantly reminded and that program leadership insisted that teachers make specific efforts to encourage students toward more disciplined behavior. No formal program existed, however. When students behavior was observed during the 1990-1991 school year, 83% of the intervals showed no disruptive behavior (compared to 74% the previous year). In 1990-1991, during 12% of the intervals, disruptive behavior on the part of one student was observed (compared to 20% in the previous year); and during 5% of the observation intervals, disruptive behavior on the part of two or more students was observed (compared to 7% in the previous year). This decrease in disruptive behavior shows an improvement in student behavior in classes.

While a larger percentage of students in 1991 thought that discipline in the foreign language classes had improved since the beginning of the year (48%, compared to 38% in 1990), a smaller percentage in 1991 thought that foreign language students were well-behaved in class (15% compared to 24% in 1990). When asked in an open-ended question what they would like to change about Central Middle Foreign Language Magnet, 9% of the students stated that they would like to change the behavior of students. This is a drop from 1990 when 16% of the students said they would like to see student behavior improved. On the spring 1990 teacher questionnaire, in an open-ended question about changes they would like to see in the program, 23% of the teachers wanted more support in and more consistent student discipline. This request did not surface in response to the spring 1991 teacher questionnaire. These results seem to indicate that, although student discipline may be a continuing concern at the school, an overall improvement has taken place in foreign language student discipline during the third year of program implementation.

Response to Previous Evaluation Recommendations. Several recommendations from the 1989-1990 formative evaluation have been addressed in the implementation discussion above. Those that have not been addressed previously will be discussed here.

"Increase efforts to process orders in a timely manner" was a recommendation in the 1989-1990 evaluation. During the 1989-1990 school year, delays in delivery of foreign language

materials and equipment was a concern at all levels. Area leadership indicated that work on this issue had continued "diligently," with the district doing much better with deadlines and with working in a timely fashion. Program leadership indicated that the problems with delayed deliveries seem to have diminished during the 1990-1991 school year. While nearly half of the teachers (47%) indicated that they had not been able to get the materials they needed to implement the theme, it did not seem to be primarily a problem with delayed delivery. In explaining their responses, most teachers who did not have necessary materials said that foreign language books and materials just were not available. Only one mentioned books which had been ordered but never arrived. In interviews with five randomly selected immersion teachers and four randomly selected infusion teachers, all but one of the teachers said they had the materials, supplies, or equipment they needed to teach the immersion or infusion subjects (one of these teachers added that maps and atlases that had been ordered two years ago but were never delivered). The teacher who indicated a lack of materials specified needing maps.

An additional recommendation was to develop clarity about responsibility for identifying which students are in which theme. At the beginning of the 1989-1990 school year, the school and the placement office were asking each other which students were in which theme. Program leadership indicated that this was still a problem in the 1990-1991 school year, with student lists from the placement office that had errors and were incomplete. This caused errors in student scheduling at the school. In addition, according to program leadership, no information was provided about students' prior exposure to the language which meant that students had to be moved after teachers were able to determine their language competence. Area leadership indicated that work was being done with admissions and that there were many variables to consider. Work is also being done with the elementary foreign language schools that send students to Central Middle's foreign language theme.

Perceptions

In this section, responses to questionnaires and interviews are presented. Percentages are computed on the number of responses to each item. When open-ended comments were solicited, the comments were sorted into categories. If 10% or more of the students or 20% or more of the teachers made comments relating to a particular category, the category is mentioned in the report. The percentage of teachers is elevated because of the small number

of teachers in the foreign language program. All comments (with any personal references or extraneous material deleted) are shared with building principals.

Parent Perceptions. A quarter of the parents were called in the spring from a randomly ordered list to obtain their perceptions about the third year of the foreign language magnet program at Central Middle. Table 7 shows parent perceptions of the school and the foreign language magnet program over the past two years.

Most of the items remained fairly stable in the two years shown. The few items that changed substantially bear mentioning. A greater percentage of parents this year were pleased with the progress their child had made in the foreign language (79%, compared to 70% in the spring of 1990). However, a smaller percentage were pleased with their child's basic skills progress (57%, down from 66% in 1990). Another change worthy of note is the percentage of parents feeling that their child is safe at the school. In 1990, 85% thought their child was safe. This percentage was down to 71% in 1991.

The three items about parent participation were also down in 1991. A slightly smaller percentage of parents said they had called or sent messages to their child's teachers (77%, down from 84%), but a substantially smaller percentage of parents said they had attended parent teacher conferences (69%, down from 84%) and other meetings or programs (27%, down from 59%).

Several items received a positive response from over 90% of the parents. These include parents being glad their child is studying a foreign language, parents thinking that the staff at the school is friendly, that communications are understandable and helpful, that the school is clean and in good repair, and that their participation is welcomed at the school.

Three new items were added to the questionnaire this year. About half of the parents (56%) indicated that their child had gone to an elementary foreign language magnet. Despite this response, 79% of the parents thought their child was taught math, science, and/or social studies in the foreign language. This may further corroborate previously mentioned data that a number of students who had not been exposed to foreign languages previously were placed in partial immersion classes. Another possibility is that the school had not communicated with parents about the program their child is in and the parents assumed the child was being taught these subjects in the foreign language. Very few of the parents (26%) knew about the partial immersion and language-only programs at the school. Program administration had stated in meeting in which mid-year data and spring questionnaires were reviewed that parents did not

Table 7

Central Middle Foreign Language Magnet
Parent Perceptions About the School and the Foreign Language Magnet Program

Item Content	1990 (N = 68) Yes	1990 (N = 68) No	1991 (N = 84) Yes	1991 (N = 84) No
1. Child went to an elementary foreign language magnet	-----	-----	56%	44%
2. Child is taught math, science & social studies in foreign language	-----	-----	79%	21%
3. Know about the partial immerison and language-only programs at Central Middle	-----	-----	26%	74%
4. Satisfied with foreign language program at Central Middle	81%	19%	86%	14%
5. Child enjoys learning a foreign language	89%	11%	88%	12%
6. Glad child is studying a foreign language	94%	6%	92%	8%
7. Important for child to study a foreign language	85%	15%	89%	11%
8. Satisfied with progress child has made in the foreign language	70%	30%	79%	21%
9. Satisfied with progress child has made in basic skills[1]	66%	18%	57%	31%
10. Satisfied with child's teachers	75%	25%	70%	30%
11. Principal is responsive to concerns	86%	14%	83%	17%
12. Staff at Central Middle is friendly	88%	12%	94%	6%
13. Communications from school understandable and helpful	90%	10%	92%	8%
14. Satisfied with communication from school	75%	25%	75%	25%
15. Participation welcomed at Central Middle	96%	4%	92%	9%
16-19. During this school year, have you:				
16. Called or sent messages to child's teachers?	84%	16%	77%	23%
17. Attended parent teacher conferences?	84%	16%	69%	31%
18. Attended other meetings or programs?	59%	41%	27%	73%
19. Been contacted by child's teacher at least once?	91%	9%	88%	12%
20. Central Middle clean and in good repair	91%	9%	92%	8%
21. Would recommend Central Middle foreign language magnet	85%	15%	81%	20%
22. Satisfied with Central Middle foreign language magnet	79%	21%	83%	17%
23. Child is safe at Central Middle	85%	15%	71%	29%

Note: Percentages are rounded to the nearest whole percent.

1 An additional 16% of the parents in 1990 and 12% of the parents in 1991 indicated that they were satisfied with their child's progress in some of the basic skills areas but not in others.

need to know about the two programs since there was little choice about which of the program the students could be in because of scheduling problems.

Parents whose child used school district transportation responded to items about the transportation service. Responses to these items are in Table 8. Most of the parents (94%) felt the transportation took a reasonable amount of time, and 85% thought it ran on schedule. Positive responses to these two items were up slightly in 1991. Seventy-eight percent thought that the district provided safe transportation for their child (down slightly from 1990 percentage of positive responses).

When parents were asked how they learned about the magnet program, the school district brochure and friends netted the largest percentages of positive responses (36% and 24%, respectively). Parents were also asked why they chose the school for their child. Three-quarters (74%) said they liked the magnet theme (down from 89% in 1990); 51%, that it was their neighborhood school; and 45%, that their child had attended last year.

Responses of parents new to Central Middle to questions about the magnet application process are contained in Table 9. Most of the parents (85%) thought the application had been handled in a reasonable amount of time, but this was down from 91% in 1990. Only 29% knew how students were selected for the program (down from 42% in 1990). Of those who knew, half (54%) did not think the process was fair.

Student Perceptions. Student questionnaires are administered in the spring of the year. One classroom of each language at each grade level was randomly chosen to receive the student questionnaire. Results of the 1990 and 1991 questionnaires appear in Table 10.

Table 8

Central Middle Foreign Language Magnet
Parent Perceptions Regarding Transportation

Item Content	1990 (N = 52) Yes	1990 (N = 52) No	1991 (N = 84) Yes	1991 (N = 84) No
1. Transportation takes child to school and back in a reasonable amount of time	89%	12%	94%	6%
2. Transportation runs on schedule	79%	21%	85%	15%
3. District provides safe transportation	83%	17%	78%	22%

Note: Percentages are rounded to the nearest whole percent. Parents who indicated their child used district transportation were asked these questions.

Table 9

Central Middle Foreign Language Magnet
Perceptions from Parents of Students New to Central Middle
Foreign Language Theme Regarding Magnet Application Process

Item Content	1990 N	1990 Yes	1990 No	1991 N	1991 Yes	1991 No
1. Application handled in a reasonable amount of time	33	91%	9%	48	85%	15%
2. Know how students are selected	33	42%	58%	48	29%	71%
3. Think the way students are chosen is fair[1]	14	50%	50%	13	54%	46%

Note: Percentages are rounded to the nearest whole percent.

1 Responses to this item are based on parents who indicated they knew how students are chosen.

An interesting phenomenon occurred over the two years shown in Table 10. All of the items focused on learning increased in the percentages of positive response (some were quite substantially increased). Greater percentages of students felt they were learning to understand when they hear their foreign language spoken (89%, up from 74% in 1990), learning to read in the foreign language (82%, up from 61%), and learning about other cultures (88%, up from 65%). At the same time, most of the questions that have to do with student responses to the atmosphere at the school (feeling safe, comfortable, and welcome, for example) decreased in the percentages of positive responses (some were quite substantially decreased). Considering the decrease in these percentages and the students' tendency for more negativeness on many other questions about school atmosphere, a refreshingly positive response was seen to one of the items added to the questionnaire this year at the request of theme leadership. Three-quarters of the students felt that at least one of their teachers took a special interest in them. Also, 63% felt that they are an important part of their foreign language class.

Three-quarters (74%) were glad they went to Central Middle foreign language magnet. However, only 64% enjoyed learning a foreign language. Forty-five percent of the students said they had chosen the school because they wanted to study a foreign language, and 42% said they chose the school because their friends went there (students could answer positively to more than one of these "choice" questions).

In two open-ended questions, student were asked what they liked and what they would like to see changed at Central Middle. Not surprisingly, teachers appeared on both lists, with 15% of the students naming teachers as one thing they liked about the school and 29% naming

Table 10

Central Middle Foreign Language Magnet

Student Perceptions

Item	Content	1990 (N = 110) Yes	1990 (N = 110) No	1991 (N = 98) Yes	1991 (N = 98) No
1.	I am glad I go to Central Middle foreign language magnet.	71%	29%	74%	27%
2.	I feel I am able to develop my special talents and abilities at Central Middle.	-----	-----	59%	41%
3.	I am learning to understand when I hear my foreign language spoken.	74%	26%	89%	11%
4.	I am learning to speak in the foreign language.	91%	9%	99%	1%
5.	I am learning to read in the foreign language.	61%	39%	82%	18%
6.	I am learning to write in the foreign language.	81%	19%	87%	13%
7.	I enjoy learning a foreign language.	61%	39%	64%	36%
8.	Learning a foreign language is easy for me.	-----	-----	50%	50%
9.	I am learning about other cultures.	65%	36%	88%	12%
10.	I enjoy learning about other cultures.	54%	46%	68%	32%
11.	My content teachers (language arts, math, science, and social studies) show an interest in and an awareness of foreign culture and language.	-----	-----	64%	36%
12.	My math teacher speaks in the foreign language at least part of the time.	25%	76%	56%	44%
13.	My science teacher speaks in the foreign language at least part of the time.	48%	52%	75%	26%
14.	My social studies teacher speaks in the foreign language at least part of the time.	35%	66%	59%	41%
15.	Overall, I think the discipline in the foreign language classes has improved since the beginning of the year.	38%	62%	48%	52%
16.	I think the foreign language students are well-behaved in class.	24%	76%	15%	85%
17.	I think the students in my foreign language classes get along well with each other.	56%	45%	43%	57%
18.	I feel comfortable at Central Middle.	65%	36%	52%	49%
19.	I feel safe at Central Middle.	45%	55%	39%	61%
20.	I feel welcome at Central Middle.	65%	35%	59%	41%
21.	I feel I am an important part of my foreign language class.	-----	-----	63%	37%
22.	I feel that at least one of my teachers takes a special interest in me.	-----	-----	74%	27%
23.	Overall, I like my classes.	38%	62%	44%	56%
24.	I chose Central Middle because I wanted to study a foreign language.	59%	41%	45%	55%
25.	I chose the foreign language magnet because I wanted to go to Central Middle.	54%	46%	39%	61%
26.	I chose Central Middle because my parents wanted me to study a foreign language.	-----	-----	29%	71%
27.	I chose the foreign language magnet because my parents wanted me to go to Central Middle.	-----	-----	27%	74%
28.	I chose Central Middle because my friends go here.	-----	-----	42%	58%
29.	I chose Central Middle because it's near my home.	-----	-----	26%	75%

Table 10 (Continued)

Central Middle Foreign Language Magnet
Student Perceptions

Item Content	1990 (N = 110) Yes	1990 (N = 110) No	1991 (N = 98) Yes	1991 (N = 98) No
30. I think it is important for me to learn to speak a foreign language.	72%	28%	75%	26%
31. I wish I had begun studying a foreign language sooner than I did.	57%	43%	45%	55%
32. I attended one of the foreign language elementary schools.	-----	-----	56%	44%

Note: Percentages are rounded to the nearest whole percent.

teachers as one thing they would like to change. One or more classes were named among the "likes" of 16% of the students. Specifically, 10% liked physical education. Another "like" was learning about other countries and cultures, named by 16% (an additional 6% specified liking foreign language classes).

Several additional changes were identified by students. Students would like to see changes in rules (more free time, no in-school suspension, etc. -- 13%), more activities (12%) and field trips (10%), and changes in classes (easier, shorter, etc. -- 10%).

Teacher Perceptions. All teachers in the foreign language program were given an opportunity to respond to questionnaires. The results of the spring teacher questionnaires for 1990 and 1991 are presented in Table 11.

With the exception of three items, smaller percentages of teachers gave positive responses in 1991 than in 1990. Smaller percentages thought the theme was clear, were familiar with the goals and objectives of the foreign language program, thought the school was implementing the theme, were able to infuse the theme, were satisfied with the foreign language staff development during the school year, and felt the building foreign language magnet theme staff had provided support to implement the theme.

A recommendation was made in the 1989-1990 evaluation report (Clay, 1990) to continue to track teacher satisfaction with theme-related in-service. As a part of this effort, brief questionnaires were administered at two summer theme-related in-service sessions. The results of these questionnaires are in Table 12. Most teachers thought there was new information or skills that related to the foreign language magnet theme in both sessions. Most of the teachers attending the infusion session and three-quarters of those attending the immersion session thought they would be able to apply the experiences or information to help them

Table 11

Central Middle Foreign Language Magnet
Teacher Perceptions

Item Content	1990 (N = 13) Yes	1990 (N = 13) No	1991 (N = 18) Yes	1991 (N = 18) No
1. Foreign language theme is clear	100%	-----	83%	17%
2. Familiar with goals and objectives of foreign language program	100%	-----	80%	20%
3. School is implementing theme	85%	15%	69%	31%
4. Able to infuse theme	92%	8%	77%	24%
5. During the school year, some of the staff development sessions have addressed matters relating to the foreign language magnet theme	69%	31%	88%	13%
6. Satisfied with foreign language staff development sessions during the school year[1]	78%	22%	55%	46%
7. Building foreign language magnet theme staff (foreign language program administrator, curriculum coordinator, resource teachers) provided support to implement theme	77%	23%	63%	38%
8. Building level administrative staff (principal, vice principal, coordinator of instruction) provided support to implement theme	54%	46%	56%	44%
9. Able to get materials needed to implement theme	31%	69%	53%	47%
10. Plan to work for KCMSD next year	100%	-----	94%	6%

Note: Percentages are rounded to the nearest whole percent.

1 Percentages are based on the responses of teachers who indicated that the in-service had been provided. Both years, all of those who said it had not been provided responded that they were dissatisfied.

implement the magnet theme. It is important to note that, according to program leadership, seven of the 21 teachers in the foreign language program did not attend the summer in-service and an additional teacher attended only part. In the fall, 42% of the teachers indicated satisfaction with the theme-related in-service. In a end-of-year interview, area leadership made the statement that "the responses immediately following in-services are more positive than ones done by the evaluation office some months later." This observation seems to be borne out by the information presented here. In the spring, 55% of the teachers indicated satisfaction with foreign language staff development sessions *during the school year.* The spring question, since it specified the sessions during the school year, did not encompass summer

Table 12

Central Middle Foreign Language Magnet
Teacher Perceptions of Summer Theme-Related In-Service
Summer 1990

Topic Item	Agree	Disagree
1. **Infusion - August 15 (N = 18)**		
A. New information or skills related to the foreign language magnet theme	94%	6%
B. Able to apply the experiences or information to help implement the magnet theme	94%	6%
2. **Immersion - August 16 (N = 8)**		
A. New information or skills related to the foreign langauge magnet theme	100%	-----
B. Able to apply the experiences or information to help implement the magnet theme	75%	25%

Note: Percentages are rounded to the nearest whole percent.

in-service sessions. Not enough teachers included comments on the nature of their dissatisfaction to draw any conclusions.

Teachers were asked to rate several aspects of the foreign language magnet program at Central Middle on a scale of poor to excellent. Table 13 shows the results of these ratings. The highest percentage of teachers gave top ratings to the positive impact of the foreign language program, with 37% rating this aspect either good or excellent. Forty-one percent of the teachers rated the overall program at the school as good or excellent compared to 47% of the teachers rating the program good or excellent in the previous year.

Teachers were asked to identify strengths of the program, hindrances to implementation, and areas they would like to see changed about the program for the coming school year (Table 14). The ways in which teachers worked together were noted most frequently as a strength (mentioned by 64% of the teachers). Hindrances included rules and discipline policy, theme administration, and lack of materials (each category was mentioned by 21% of the teachers). Teachers would like to see students grouped by foreign language ability (22%) in the 1991-1992 school year. Teachers would also like to see administrative changes (22%), for example, more help and input from the building theme administration, and the involvement of administration with teaching.

Table 13

Central Middle Foreign Language Magnet
Teacher Rating of Magnet School Program Areas
Spring 1991
(N = 18)

Program Areas	Poor	Fair	Average	Good	Excellent
1. Immersion strand	24%	12%	24%	29%	12%
2. Target language teaching strand	12%	12%	41%	24%	12%
3. Infusion of the theme in other subjects	18%	6%	41%	35%	-----
4. Positive impact of the foreign language program	18%	29%	6%	29%	18%
5. Equipment that facilitates foreign language teaching and infusion	29%	29%	12%	12%	18%
6. Curricular materials that facilitate foreign language teaching and infusion	24%	24%	24%	24%	6%
7. Central Middle's foreign language magnet program overall	12%	24%	24%	29%	12%

Note: Percentages are rounded to the nearest whole percent.

Table 14

Central Middle Foreign Language Magnet School Responses to Open-Ended Questions – Categories with Comments from 20%or More of the Teachers

Item Category	Percentage
Strenghts of the Program	
Teacher Cooperation, Support, Etc.	64%
Hindrances to Implementation	
Rules & Discipline Policy	21%
Theme Administration	21%
Lack of Materials	21%
Suggested Changes	
Theme Administration	22%
Group Students by Foreign Language Ability	22%

Note: Percentages are rounded to the nearest whole percent.

Resource teachers were interviewed for their perceptions of areas related to their roles. Resource teachers were asked to identify hindrances to resourcing their language areas. All identified that they were overloaded with projects. Two felt that the projects were more for the administration than for the teachers. All three had concerns about materials, supplies, or equipment related to the language areas they were resourcing: text books were unavailable or old (from the 1979 adoption list); computer software was not available; problems were cited regarding distribution of equipment received; and certain computer equipment was ordered which was not compatible with the existing computers. Two resource teachers felt the three languages were treated equally within the foreign language program. One cited an unequal distribution of language students in classes. All three indicated that, in their opinion, the foreign language and computer programs were treated equally within the school.

School Leadership Perceptions. When asked if they experienced any difficulties with school start-up this year, school leadership indicated a smooth opening with the exception of a few transportation problems and the "disaster" of not knowing which students were in which theme and what level of language they were bringing to the program. When asked about the timely delivery of materials ordered in the spring of 1990, leadership stated that a number of books, including French and Spanish adoptions were not delivered. When vendors were called to follow up on the orders, school personnel were told that the vendors were unwilling to ship until previous invoices to the school district were paid. Several requisitions were still pending from the previous year, such as chairs for the cultural lab, according to program leadership. At the end of the year, leadership stated that they had difficulty tracing what had happened to the requisitions after they left the building and that a lot of money had been lost as a result of not receiving the ordered items. Although leadership had been told that some items had been delivered to the building, the items were not in the building and leadership had not been able to find out who had signed for the items. At year-end, program leadership noted no other major difficulties or hindrances in the implementation of the magnet program during the year.

Area Leadership Perceptions. The area assistant superintendent (area leadership) was asked to identify strengths of the Central Middle Foreign Language Magnet program, hindrances to its implementation, and desired changes in the program. Strengths identified include the amount of language acquisition by the students, and the trips to Exchange City which gave both Central Middle and younger elementary students an opportunity to use the language. Area leadership also mentioned that parents were involved and were accepting the

theme more than they had in the past. Classroom management and discipline were cited as hindrances to the implementation of the program, as was the constant need to train and retrain foreign nationals and to teach infusion strategies to all teachers. Among the changes desired were a continuation of the work on classroom strategies and training for foreign nationals, a continuation of planning with staff and team building, and a continuation of activities to strengthen knowledge of cultures.

Achievement

For this summative evaluation, reading, language, and math Iowa Tests of Basic Skills (ITBS) percentile ranks based on mean grade equivalents are reported for minority and non-minority students at each grade level. These data are found in Table 15. As can be seen, at the sixth grade level, the 1991 percentile ranks for the total population were the same as, or lower than, those of the previous year and were lower than those of the district. The 1991 seventh grade ranks were higher than those of the previous year and higher than those of the district. At the eighth grade level, the 1991 reading percentile was up from the previous year

Table 15

Central Middle Foreign Language Magnet
Iowa Tests of Basic Skills Percentile Ranks
Based on Mean Grade Equivalents

	1990			1991			District 1991		
Test Grade	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min.	Total
Reading									
Six	32	48	37	28	62	32	29	48	33
Seven	30	47	32	38	44	39	34	49	38
Eight	37	57	39	41	51	43	36	51	39
Language									
Six	34	46	37	35	52	37	37	50	39
Seven	42	48	43	46	61	49	40	51	43
Eight	40	59	42	40	47	41	42	53	44
Math									
Six	22	44	29	25	57	29	29	48	34
Seven	23	33	24	31	48	35	30	47	34
Eight	33	57	36	29	51	32	30	47	34

(and higher than that of the district), while the language and math 1991 ranks were lower than the previous year and lower than those of the district.

One of the objectives of the program was a 10% improvement in the ITBS scores, compared with those presented in 1990. When clarified with the program administrator, this objective meant, for example, that if sixth-grade ITBS math scores were at the 60th percentile in 1990, they would improve by six percentile points (10%), and be at the 66th percentile in the spring of 1991. Table 16 displays the 1990 rank and the 10% improvement increment, along with the 1991 target and actual percentile ranks. As can be seen, the seventh-grade scores in each of the three areas more than met the target. The reading score at the eighth-grade level also met the target.

To trace the progress of students over the three years of the program, the test percentile ranks of the sixth-grade cohort of minority and non-minority students entering the program three years ago (1989) have been followed and appear in Figure 9. It is interesting to note in the three comparisons that, in two (reading and math), the group starting out with a lower percentile rank out-stripped the group starting out with a higher percentile rank. For language,

Table 16

Central Middle Foreign Language Magnet
Status of Objective 4B Regarding
Achievement Test Improvement
Presented in Percentile Ranks
Spring 1991

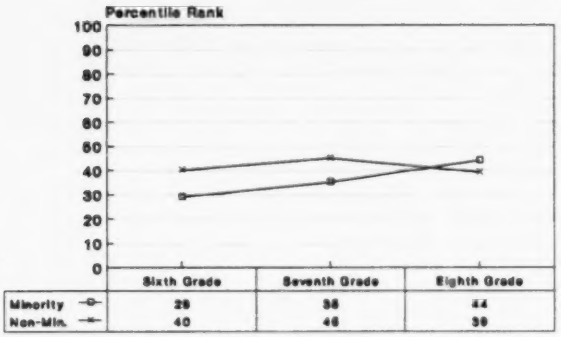
Grade Test	1990 Rank	10% Improvement	1991 Target	1991 Actual
Six				
Reading	37	4	41	32
Language	37	4	41	37
Math	29	3	32	29
Seven				
Reading	32	3	35	39*
Language	43	4	47	49*
Math	24	2	26	35*
Eight				
Reading	39	4	43	43*
Language	42	4	46	41
Math	36	4	40	32

* Target achieved.

Figure 9

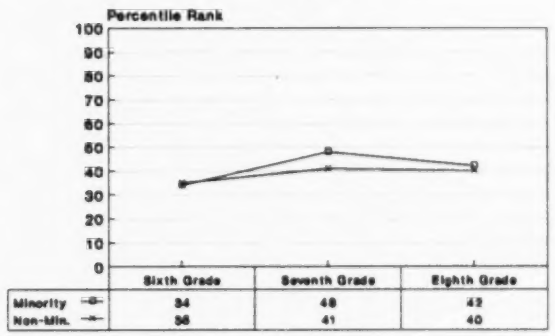
ITBS Achievement Across Time
1989 Sixth Grade Cohort

Reading



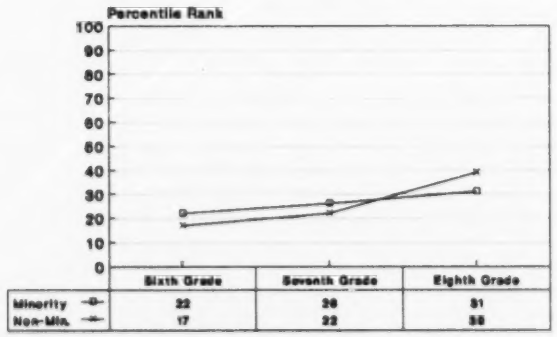
	Sixth Grade	Seventh Grade	Eighth Grade
Minority	29	36	44
Non-Min.	40	46	39

Language



	Sixth Grade	Seventh Grade	Eighth Grade
Minority	34	48	43
Non-Min.	36	41	40

Math



	Sixth Grade	Seventh Grade	Eighth Grade
Minority	22	26	31
Non-Min.	17	22	38

Note: Percentile ranks were converted from grade equivalent scores

Central Middle Foreign Language, 1991

the groups started and ended with quite similar ranks, though they diverged in the middle year of the comparison.

To determine if significant differences (at the .05 level) exist between ITBS scores of foreign language students and those of other middle school students in the district, an analysis of covariance was conducted on ITBS reading, language, and math scores, using the verbal Cognitive Aptitude Test (CAT) score as the covariate. A random selection of non-foreign-language district students was made at each middle school grade level for the comparison. Table 17 displays the summary data for this analysis. The adjusted means in Table 17 represent a scientific estimate of students performance on the 1991 ITBS tests assuming that the students had identical verbal CAT scores. This adjusted mean is computed during the analysis of covariance procedure. For most of the analyses, no significant differences were found. Only in reading at the eighth grade was a significant difference uncovered. The foreign language students outperformed the non-foreign-language students on this test.

Table 18 displays the Missouri Mastery and Achievement Tests (MMAT) average scale scores in the areas of reading/English and math. The scores of all Central Middle sixth- and eighth-grade students are reflected in the school's scores. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990) indicates that a difference of 25 or more scaled score points represents a meaningful difference when comparing groups of students. As can be seen from the table, Central Middle's scores are close to those of the district, but meaningful differences exist between the scores of the school and the state, with the school scores being lower. Since MMAT scores were not available for just the foreign language students, it was not possible to measure the accomplishment of the program objective to improve MMAT scores by 10% for foreign language students.

An additional program objective related to achievement states that: achievement in the foreign language will be at least 0.5 on the Foreign Service Institute (F.S.I.) scale as a program average. However, this scale was not used formally at the school. According to the program administrator, guidelines to measure student achievement in the foreign language were not established and each teacher measured foreign language achievement according to his or her own standards. All three resource teachers said the teachers administer an informal test at the end of the school year. One resource teacher said the test was used to determine the

Table 17

Central Middle Foreign Lanuage Magnet Summary Data for the 1991 ITBS Reading, Language, and Math Tests for Analysis of Covariance with Foreign Language & Randomly Selected Non-Foreign-Language Students

Test Grade Means	Foreign Language Students (FL)	Non-Foreign-Language Students (NF)	Probability	Groups
Reading				
Sixth				
Unadjusted	5.8	6.0		
Adjusted	5.9	5.9	.69	
Seventh				
Unadjusted	7.3	6.9		
Adjusted	7.1	7.1	1.00	
Eighth				
Unadjusted	8.3	8.3		
Adjusted	8.6	8.0	.00*	FL> NF
Language				
Sixth				
Unadjusted	6.2	6.3		
Adjusted	6.3	6.2	.56	
Seventh				
Unadjusted	7.8	7.4		
Adjusted	7.6	7.6	.88	
Eighth				
Unadjusted	8.1	8.5		
Adjusted	8.3	8.3	93	
Math				
Sixth				
Unadjusted	6.0	6.3		
Adjusted	6.0	6.2	.17	
Seventh				
Unadjusted	7.2	7.2		
Adjusted	7.1	7.4	.11	
Eighth				
Unadjusted	7.7	8.2		
Adjusted	7.9	8.0	.41	

Note: Analysis was done using grade equivalents. Verbal Cognitive Abilities Test scores were used for the pre-test scores. Mean grade equivalents were rounded to the nearest tenth. Probabilities were rounded to the nearest hundredth.

* Indicated significance at at least the .05 level.

program students will be in for the following year (partial immersion or language-only). No mention was made of an effort to place students on the F.S.I. scale.

Table 18

Central Middle
Missouri Mastery & Achievement Tests
Average Scale Scores - 1991

Grade Program	Reading/ English	Math
Six		
School	224	261
District	225	267
State	296	347
Eight		
School	268	266
District	272	270
State	318	331

Conclusions and Recommendations

Looking at the program as a whole in this third year of implementation for the foreign language program at Central Middle shows mixed results. Improved results in classroom observations in the 1990-1991 school year are the positive side of the picture. On the other hand, incomplete staffing, scheduling problems, and questionable placement of students in partial immersion or language-only programs and in levels of language instruction lead to the conclusion that there is much work to be done to make this foreign language theme at the middle school level a successful magnet program for the district.

Neither the partial immersion program nor the language-only program was fully staffed. The partial immersion program lacked a Spanish social studies teacher at all three grade levels, and French and German math and social studies teachers at grade eight. Language-only students did not have math, science, and social studies teachers within the foreign language program at the sixth- or seventh-grade levels (with the exception of one sixth-grade Spanish language-only student who had two infusion classes). There were no German language-only students at any grade level.

According to area leadership, all students coming to the school without previous immersion background were to have been placed in the language-only program. If this procedure had been followed, all incoming sixth grade students would have been placed in the language-only

program. Even if the meaning were stretched to include students from elementary foreign language pull-out programs, students still were not placed in partial immersion and language-only programs with regard to their previous language experience.

Because of the nature of the program, scheduling is definitely a problem. The program has three languages, three grade levels, two types of instruction (partial immersion and target language only), and multiple levels of language ability in each of the three grade levels. This has to be a scheduling nightmare at best. Add to these convolutions the lack of adequate staffing and legitimate limitations on the number of teaching periods and the number of preparations that can be expected of one teacher, and you have a very difficult situation indeed. Even if there were funding available to allow for teachers to meet all the needs of students in the different languages, grades, types of language instruction, and language ability levels, finding teachers with the right combination of language and content area (Spanish and social studies, for example) presents a difficulty in itself. Perhaps it is too difficult a task; perhaps, on the other hand, more creativity needs to be applied to this "opportunity." This evaluator can only say that from the evidence provided by the school (class lists and teaching assignments) and from research office records, many students were not appropriately assigned to type of instruction (partial immersion or language-only). It also appears that many students were inappropriately assigned to language levels.

Most of the objectives set by program administration remained unaccomplished at the end of the school year. Notably, this was true of objectives which were dependent upon action at the school level, such as development of curriculum-related documents and systems for tracking students and for monitoring student achievement in foreign language. While the number of objectives was admittedly ambitious, it is significant that documentable progress toward the accomplishment of the objectives was minimal. Program administration pointed out a number of pressing issues that required time and effort, taking attention away from the established objectives.

Visual evidence of the foreign language theme in classrooms where theme classes were held increased in the spring of 1991 from the previous year. In terms of classroom instruction during observations, focus on academic instruction increased in the 1990-1991 school year. Teacher use of the target language in target language classes also increased in the third implementation year, as did student use of the target language in target language classes.

These results point to more intentional implementation of the program on the part of classroom teachers in the 1990-1991 school year.

Student behavior during observations improved substantially in the third year of implementation, compared to the second year. In the second year, during 27% of the observation intervals, disruptive student behavior was noted. In the third year, disruptive behavior was seen in 17% of the intervals.

Parent responses to interview questions were similar to responses in 1990 with a few exceptions. A greater percentage of parents were satisfied this year with the progress their child had made in the foreign language and a smaller percentage were satisfied with their child's basic skills progress. The percentage of parents feeling that their child is safe at the school decreased in 1991. The three items focusing on parent participation showed less parent participation in 1991.

Positive student responses to questions about the program and learning the foreign language increased on the 1991 student questionnaires. Positive student responses decreased, however, on many of the questions about the atmosphere of the school.

Teacher responses on the 1991 questionnaire tended to have higher percentages of negative responses than on the 1990 questionnaire. Nearly half of the teachers (45%) remain dissatisfied with theme-related staff development which took place during the school year.

With these conclusions in mind, the following recommendations are made:

1. Provide more accurate information to the school about the students placed at the school, the theme each student will be in, and, if possible, the student's background in the language. Lack of this information has led to confusion and inappropriate placement of students at the beginning of the school year. This information is needed when students are initially scheduled into classes to minimize inappropriate placement of students within this program.

2. Establish realistic measurable objectives for each of the program goals in the planning outline and be proactive about the accomplishment of the objectives. Program objectives were developed for at least the second and third year of the foreign language program. During the 1990-1991 school year, most of the objectives were measurable. There were many objectives and they were ambitious; but few were accomplished. Program administration cited a number of factors that impinged upon the completion of work on the objectives. If program objectives are established a year at a time, they need to be set so that they can be realistically achieved and time needs to be protected to work toward their accomplishment.

3. Work diligently to place students in appropriate programs (language-only or partial immersion). Admittedly this is a difficult and complicated task. If it is not possible to do this, perhaps the nature of the program should be reconsidered and redesigned to be realistic within the given constraints. An example of a possible redesign might be to limit the program to a "language-only" design with foreign language electives (taught in the language) in literature or other cultural aspects for more advanced language students.

4. Work diligently to place students in language classes that are appropriate to their background and ability in the language. This will be an increasingly difficult task as students move through the elementary foreign language program and the spread of language abilities becomes broader. However, it is crucial, both for teacher and learner, that students be placed in classes that are matched with their previous experience in the language.

5. Continue exploring ways to increase teacher positive responses to theme-related staff development during the school year. Nearly half of the teachers remain dissatisfied with theme-related staff development taking place during the school year.

6. Inform parents about the nature of language instruction within the foreign language program. Only a quarter of the parents interviewed knew about the partial immersion and language-only instructional programs within the foreign language program. While, according to program leadership, scheduling problems limited the choice regarding type of instruction, parents need to know about the instructional program their child is in and how it differs from the program(s) of other foreign language students.

7. Continue working to identify or develop an instrument to measure the progress of students in learning the foreign language. According to program leadership, a suitable measurement tool has not yet been identified and teachers are using an informal method of guaging achievement in the foreign language.

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